11

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Disciplines and Ideas in the Applied Social Sciences

Quarter 3 – Module 4:
Clientele and Audiences in Counseling; Settings, Processes, Methods, and Tools in Counseling

ALTERNATIVE DELIVERY MODE
ADM

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Disciplines and Ideas in the Applied Social Sciences – Grade 11
Alternative Delivery Mode
Quarter 3 – Module 4: Clientele and Audiences in Counseling; Settings, Processes, Methods, and Tools in Counseling
First Edition, 2020

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Disciplines and Ideas in the Applied Sciences

Quarter 3 – Module 4: Clientele and Audiences in Counseling; Settings, Processes, Methods, and Tools in Counseling

Introductory Message

For the facilitator:

Welcome to the Disciplines and Ideas in the Applied Social Sciences - 11 Alternative Delivery Mode (ADM) Module on Clientele and Audiences in Counseling; Settings, Processes, Methods, and Tools in Counseling!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Disciplines and Ideas in the Applied Social Sciences Alternative Delivery Mode (ADM) Module on Clientele and Audiences in Counseling; Settings, Processes, Methods, and Tools in Counseling!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

What I Need to Know	This will give you an idea of the skills or competencies you are expected to learn in the module.
What I Know	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
What's In	This is a brief drill or review to help you link the current lesson with the previous one.
What's New	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
What is It	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
What's More	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
What I Have Learned	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
What I Can Do	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

Assessment	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
Additional Activities	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
Answer Key	This contains answers to all activities in the module.

At the end of this module you will also find:

References	This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

What I Need to Know

MOST ESSENTIAL LEARNING COMPETENCY:

- Describe the clientele of counseling;
- Illustrate the different processes and methods involved in counseling;
- Distinguish the needs of individuals, groups, organizations, and communities.

(HUMSS_DIASS 12-Id-11; HUMSS_DIASS 12-Id-14; HUMSS_DIASS 12-Id-15)

Clientele and Audiences in Counseling; Settings, Processes, Methods, and Tools in Counseling

This material will serve as a tool for students to continually learn even during this time of pandemic.

This module is about Clientele and Audiences in Counseling, its settings, processes, so as methods and tools in counseling. This covers the steps on how to counsel and the possible results of the therapy made by the counselor.

More so, this module is intended to make the readers appreciate and understand the role of a counselor in the lives of the many, especially the students in schools.

At the end of the module, you should be able to:

1. Specify the different types and needs of clientele and audiences of counseling;
2. Illustrate the different processes and methods of counseling; and
3. Appreciate the awareness of different counseling methods and processes

What I Know

Task 1. True or False

Directions: In your notebook, write **TRUE** if the statement is correct, otherwise **FALSE.**

_____ 1. The counselor does not deal with a mixture of people with different concerns and issues.

_____ 2. The guidance and counseling services deals with students' concern, most of which are behavioral.

_____ 3. The counselor deals with individuals who suffered from mental illness/problems.

_____ 4. The counselor can assess and assist any kinds of problems and concern of individual and group.

_____ 5. The Guidance Counselors can also work in partnership with other members of the school community.

II. Arrange the counseling steps below in their proper order/rank (1-5).

Goal Setting
Intervention
Relationship Building
Evaluation, Follow-up, Termination or Referral
Problem Assessment

What's In

The Code of Ethics in Guidance and Counseling expresses the ethical principles and values of the Association and serves as a guide to the professional and personal conduct of all its members. It also informs the public which they serve of the standards of ethical conduct for which members are to be responsible and accountable. The Code reflects such values as integrity, competence, responsibility and an understanding of and respect for the cultural diversity of society.

What's New

Task 2: Take time to answer the following questions.

1. What can you say about a person quitting on his/her job?
2. What makes a professional focus and love his/her career?
3. How would a person acquire fire power to do more in their work areas?
4. What are the different settings where counselors may be found?

What is It

Activity

Individual

Organization

Community

- When can you say that you are just an individual, part of an organization, or part of a community?

DISCUSSION

Clientele and Audiences in Counseling

Individuals and groups of people who receive service from various counseling professions constitute the clientele and audience. These individuals and groups vary in their needs and context where they avail of counseling services.

Characteristics of the Clientele and Audiences of Counseling

The clientele and audiences of counseling are normal people. They are not in need of clinical or mental help. They may be the youth in need of guidance at critical moments of their growth, anyone in need of assistance in realizing a change in behavior or attitude, or simply seeking to achieve a goal. What the audience normally calls for in counseling is application or development of social skills, effective

communication, spiritual direction, decision-making, and career choices. Sometimes, people need to cope with crisis. Other clientele and audiences of counseling may be people in need of premarital and marital counseling, grief, and loss (divorce, death, or amputation), domestic violence and other types of abuse, or coping with terminal illness, death and dying.

Needs of Various Types of Clientele and Audiences of Counseling

The needs vary for each type of clientele and audience of counseling. In the school context, guidance and counselors aim to meet needs such as job-hunting coaching, conflict management providers, human resources personnel, marriage counselors, drug abuse and rehabilitation counselors, bereavement counselors and abused children caretakers and rehabilitation in government and NGO settings.

As school guidance and counselors, these professionals provide the need for personal guidance by helping students seek more options and find better and more appropriate ones in dealing with situations of stress or simply decision making. This may include career options. Sometimes, they bridge between family and the school in resolving conflicts that affect students and their families to the extent of becoming a threat to student development and learning.

As job-hunting coaches, counselors provide avenues for people to find necessary information and get employment that is suitable to them. The services individuals and groups of people who receive service from various counseling professions constitute the clientele and audience. These individuals and groups vary in their needs and context where they avail of counseling services.

The Individual as Client of Counseling

The individual who needs to be helped to manage well a life-changing situation or personal problem or crisis and other support needs may undergo counseling as an individual. This is the common type of counseling: the individualized type.

The individual needs capacitation to be able to manage well their unique circumstances, which may be very difficult to endure alone. Problems like alcoholism, loss of job, divorce, imprisonment, and rehabilitation can be a cause of shame and embarrassment. Without acquiring enough strength and ability to go through such life experience, people are vulnerable and may come out worse, even while simply going through natural life transitions like retirement and growing old.

The Group and Organization as Client of Counseling

Groups exist in communities, organizations and students in schools, teachers in school and departments in workplaces and such an entity can undergo group counseling to meet counseling needs on that level. The needs can range from desire to reduce conflict or manage it, become more productive as a team or work better together. Some of the group processes and procedures resemble those that are

applied to individuals. However, some are very unique to groups and organizational context.

The Community as Client of Counseling

When people experience something collectively, which may be socially troubling and constitute the danger of blocking their collective capacity to move on, counseling is necessary to be undertaken on a community level. In South Africa, truth and reconciliation commission were sought to help restoration of the South African communities. Likewise, in the post genocide Ruanda, a similar approach was done to help restore trust and confidence in communities that were brutally disrupted by civil war and mass killing.

1. Individual – generally works on individual who is to be assisted to fit in a larger environment calling for change.

https://tinyurl.com/y67lz3pw

2. Group/Organizations – Group of people existing with similar or common identity:

Gay- Sexually attracted to someone who is the same sex

https://tinyurl.com/y2adprt6

Lesbians - Relating to homosexuality between females

https://tinyurl.com/y5znt65q

*** *Take Note: Gays and Lesbians are now part of the LGBTQ group.*

Migrants - A person who goes from one place to another specially to find work.

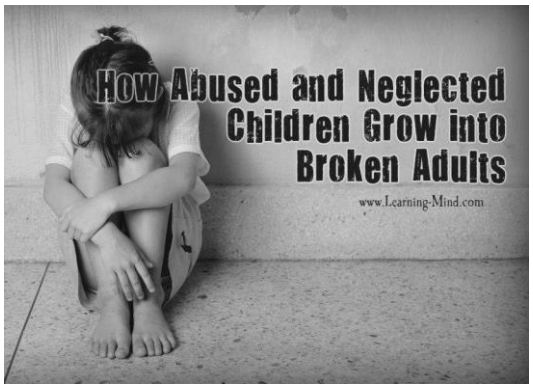
https://tinyurl.com/y4wkxzgm

Women - Adult female human being

https://tinyurl.com/y2gx9z3x

Abused or neglected

Children - Subjected to harmful or improper treatment



https://tinyurl.com/y5yq8yof

Elderly - Old or rather old

https://tinyurl.com/y4vox5xg

Pensioners - Persons who receive or live on a pension

https://tinyurl.com/y3qco654

Veteran - Man or a woman who serves in the military and is retired already

https://tinyurl.com/yxzw2eyd

Military - The protector of the state

https://tinyurl.com/y33cz2zo

Prisoners - A person who is kept in a prison, mostly due to a crime.

We classify them as groups because they form collectiveness in terms of services they must retrieve.

3.Community - it is a group of people who live in same area such as city, town, or neighborhood.

https://tinyurl.com/y2vojndw

Types of Special Counseling

1. People who abuse drugs
2. People who use tobacco
3. People who abuse alcohol
4. Women
5. Older Adults
6. People with AIDS
7. Victims of Abuse
8. Gay Men and Lesbian Women

THE COUNSELING PROCESS

The counseling process is a planned, structured dialogue between a counselor and a client. It is a cooperative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing. Together, they develop ways to deal with and overcome these problems so that person has new skills and increased understanding of themselves and others. For example, students in a college or university may be anxious about how to study in university, lack of clarity on educational or career direction, have difficulty living with a room-mate of another race or religion, have concerns with self-esteem, feelings with being “stressed out”, difficulties in romantic relationships and so forth.

Steps on Counseling Process

1. *Relationship Building (Building Rapport)*

The first step involves building a relationship and focuses on engaging clients to explore issue that directly affect them. The first interview is important because the client is reading the verbal and nonverbal messages and make inferences about the

counselor and the counseling situation. Is the counselor able to empathize with the client? Does the client view the counselor as genuine?

Some Non-Helpful Behaviors

There are several lists of non-helpful behaviors. Most common among them include: *Advice Giving, Lecturing, Excessive Questioning, Storytelling, Asking "Why?" Asking "How did that make you feel?"*

Some steps for Relationship Building for the Counsellor

- Introduce yourself
- Invite client to sit down
- Ensure client is comfortable
- Address the client by name
- Invite social conversation to reduce anxiety
- Watch for nonverbal behavior as signs of client's emotional state
- Invite client to describe his or her reason for coming to talk
- Allow client time to respond
- Indicate that you are interested in the person

2. Problem Assessment

While the counselor and the client are in the process of establishing a relationship, a second process is taking place, i.e. problem assessment. This step involves the collection and classification of information about the client's life situation and reasons for seeking counseling.

3. Goal Setting

Like any other activity, counseling must have a focus. Goals are the results or outcomes that client wants to achieve at the end of counseling. Sometimes, you hear both counselor and client complain that the counseling session is going nowhere. This is where goals play an important role in giving direction.

3.1 GUIDELINES FOR SETTING GOALS

Goals should be selected and defined with care. Below are some guidelines for goal selection that can be used with students:

- Goals should relate to the desired end or ends sought by the student.
- Goals should be defined in explicit and measurable terms. Goals should be feasible.

- Goals should be within the range of the counselor's knowledge and skills. Goals should be stated in positive terms that emphasize growth.
- Goals should be consistent with the school's mission and school health policy.

4. Intervention

There are different points of view concerning what a good counselor should do with clients depending on the theoretical positions that the counselor subscribes to. For example, the person-centered approach suggests that the counselor gets involved rather than intervenes by placing emphasis on the relationship. The behavioral approach attempts to initiate

5. Evaluation, Follow-up, Termination or Referral

For the beginning counselor, it is difficult to think of terminating the counseling process, as they are more concerned with beginning the counseling process. Terminating the counseling process will have to be conducted with sensitivity with the client knowing that it will have to end.

Methods of Counseling

Both Counselors and Psychotherapists work from a variety of Theoretical Approaches with their clients. These therapies range from the type of Psychoanalysis, originally practiced by Sigmund Freud and later developed into other forms of analytic psychotherapy by his pupils, through Humanistic Psychotherapy (based on personal growth and self-development) to the Behavioral Therapies used for dealing with specific phobias and anxieties. However, there is evidence that the relationship between the counsellor and the client is more important than the approach the therapist uses.

The following is an alphabetical list of commonly used Theoretical Approaches with brief descriptions of their meanings:

Adlerian Therapy

Adlerian Therapy, originated by Alfred Adler, is also called individual psychology, and focuses on creating a therapeutic relationship that is co-operative, encouraging and practical. Adlerian counselors help clients look at their lifestyle and personal values to help them understand and question their usual patterns of behavior and hidden goals. It is a learning process that assists the client to move towards useful involvement and contribution to society.

Behavioral Therapy

This therapy is based on the belief that behavior is learnt in response to past experiences and can be unlearnt, or reconditioned, without analyzing the past to find the reason for the behavior. It works well for compulsive and obsessive behavior, fears, phobias, and addictions.

Cognitive Analytical Therapy

This combines Cognitive Therapy and Psychotherapy and encourages clients to draw on their own ability to develop the skills to change destructive patterns of behavior. Negative ways of thinking are explored in structured and directive ways, involving diary-keeping, progress charts, etc.

Cognitive Behavioral Therapy

This combines Cognitive and Behavioral techniques. Clients are taught ways to change thoughts and expectations and relaxation techniques are used. It has been effective for stress-related ailments, phobias, obsessions, eating disorders and (at the same time as drug treatment) major depression.

Cognitive Therapy

Uses the power of the mind to influence behavior. It is based on the theory that previous experiences can damage self-image and this can affect attitude, motions, and ability to deal with certain situations. It works by helping the client to identify, question and change poor mental images of themselves, thus altering negative responses and behavior. It can help pessimistic or depressed people to view things from a more optimistic perspective.

Dialectical Behavioral therapy

DBT was developed from cognitive behavior therapy (CBT). The main aim of CBT is to change behavior, which is done by applying techniques with a focus on problem-solving, such as homework, diary cards and behavioral analysis. However, some people felt uncomfortable with the strong focus on change and felt that their suffering and apparent loss of control over their lives were not understood. This caused them to become frustrated and even to drop out of treatment. Therapist sought to resolve this using acceptance strategies. Acceptance strategies are added to the process of CBT which means that the therapist explores with their clients an acceptance that their behavior (e.g. self-harming, drinking, etc.), even though damaging in the long term, may be the only way they have learned to deal with intense emotions; and which might have led to positive short-term benefits.

Eclectic Counseling

An Eclectic counsellor will select from a number of different approaches appropriate to the client's needs. This is based on the theory that there is no proof that any one theoretical approach works better than all others for a specific problem.

EMDR

Eye movement desensitization and reprocessing (EMDR) is a form of psychotherapy that was developed to resolve symptoms resulting from disturbing and unresolved life experiences. EMDR is thought to imitate the psychological state that we enter when in rapid eye movement (REM) sleep. Studies show that when in REM sleep we are able to make new associations between things very rapidly – EMDR may be tapping into this high-speed processing mode that we all have but often can't access. The theory is that EMDR works directly with memory networks and enhances information processing by creating associations between the distressing memory and more adaptive information in other memory networks.

Family Therapy

This is used to treat a family system rather than individual members of the family. A form of Systemic Therapy, it requires specifically trained counsellors.

Gestalt Therapy

The name is derived from the German for "organized whole". Developed by Fritz Perls, it focuses on the whole of the client's experience, including feelings, thoughts, and actions. The client gains self-awareness in the `here and now' by analyzing behavior and body language and talking about bottled up feelings. This approach often includes acting out scenarios and dream recall.

Humanistic Therapy

Coming from the "personal growth movement" this approach encourages people to think about their feelings and take responsibility for their thoughts and actions. Emphasis is on self-development and achieving highest potential. "Client-Centered" or "Non-Directive" approach is often used, and the therapy can be described as "holistic" or looking at person as a whole. The client's creative instincts may be used to explore and resolve personal issues.

Integrative Therapy

This is when several distinct models of counselling and psychotherapy are used together.

Jungian

Carl Jung was the originator of Analytical Psychology, a disciple of Sigmund Freud and a pioneer of Psychoanalysis.

Mindfulness

Mindfulness is a specific way of intentionally paying attention. One negative thought can lead to a chain reaction of negative thoughts. This approach encourages people to be aware of each thought, enabling the first negative thought to be 'caught' so that is seen as just a 'thought' and not a fact. This breaks the chain reaction of negative thoughts giving a mental 'space' in which the person can re-center themselves in the present. Mindfulness-based therapists can work with individuals and groups and will usually integrate mindfulness into another modality, in which they are already trained. Mindfulness is likely to appeal to therapists who have developed a long-term meditation practice.

Person-Centered Therapy

Devised by Carl Rogers and also called "Client-Centered" or "Rogerian" counselling, this is based on the assumption that a client seeking help in the resolution of a problem they are experiencing, can enter into a relationship with a counsellor who is sufficiently accepting and permissive to allow the client to freely express any emotions and feelings. This will enable the client to come to terms with negative feelings, which may have caused emotional problems, and develop inner resources. The objective is for the client to become able to see himself as a person, with the power and freedom to change, rather than as an object.

Primal Therapy

Primal Therapy is not generally seen as model of therapy that is used on its own. It is usually an additional way of working within the more general therapeutic approach in which therapists are trained. This is based on the theory that buried birth or infancy distress can resurface as neuroses. The therapy takes the client back to the "primal scene" where trauma can be re-experienced as an emotional cleansing.

Psychoanalysis

This is based on the work of Sigmund Freud, who believed that the unacceptable thoughts of early childhood are banished to the unconscious mind but continue to influence thoughts, emotions and behavior. "Repressed" feelings can surface later as conflicts, depression, etc. or through dreams or creative activities. The analyst seeks to interpret and make acceptable to the client's conscious mind, troublesome feelings and relationships from the past. "Transference" onto the analyst, of feelings about figures in the client's life, is encouraged. This type of therapy is often

used by clients suffering high levels of distress and can be a lengthy and intensive process.

Psychodynamic Psychotherapy/Counselling

This approach stresses the importance of the unconscious and past experience in shaping current behavior. The client is encouraged to talk about childhood relationships with parents and other significant people and the therapist focuses on the client/therapist relationship (the dynamics) and in particular on the transference. Transference is when the client projects onto the therapist feelings experienced in previous significant relationships. The Psychodynamic approach is derived from Psychoanalysis but usually provides a quicker solution to emotional problems.

Psychosynthesis

Sometimes described as “psychology of the soul”. It is the name given to a series of actions that lead to a change or development which encourages personal growth by a bringing together of the whole person – the emotional, the mental, the physical and spiritual within a safe environment. Psychosynthesis is useful for people seeking a new, more spiritually oriented vision of themselves.

Re-Birthing

Re-Birthing is not generally seen as model of therapy that is used on its own. It is usually an additional way of working within the more general therapeutic approach in which therapists are trained. In this approach, emotional or physical traumas during birth are said to create feelings of separation or fear in later life. Breathing techniques are used to release tension whilst the client re-experiences traumatic emotions. A skilled practitioner is essential.

Solution-Focused Brief Therapy

This promotes positive change rather than dwelling on past problems. Clients are encouraged to focus positively on what they do well and to set goals and work out how to achieve them. As little as 3 or 4 sessions may be beneficial.

Systemic Therapies

These are the therapies which have, as their aim, a change in the transactional pattern of members of a system. It can be used as the generic term for family therapy and marital therapy.

Transpersonal Therapy

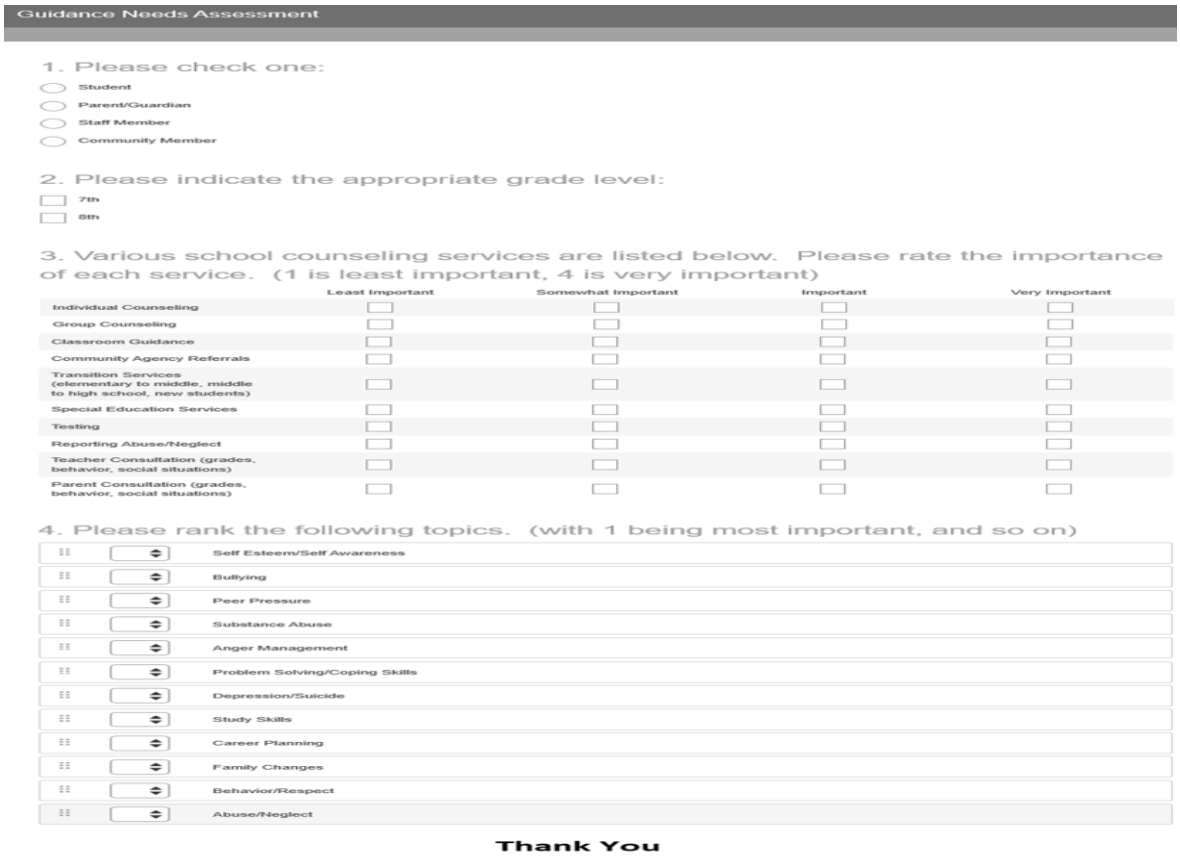
This describes any form of counselling or therapy which places emphasis on spirituality, human potential, or heightened consciousness. It includes psychosynthesis.

What's More

Task 3: Conduct a survey within your home addressing the counseling needs of various types of clientele and audiences. Come up with conclusions and recommendations on their prevalent counseling needs. Show your gathered data in a comprehensive manner. **You may use the *sample* "Guidance Needs Assessment".**

Based on the survey results, answer the following:

1. What are the most prevalent concerns that you have?
2. What do you think are the reasons why the respondents have those answers?
3. As a student, what program(s) can you recommend addressing their concerns?



Guidance Needs Assessment

1. Please check one:

- Student
- Parent/Guardian
- Staff Member
- Community Member

2. Please indicate the appropriate grade level:

- 7th
- 8th

3. Various school counseling services are listed below. Please rate the importance of each service. (1 is least important, 4 is very important)

	Least Important	Somewhat Important	Important	Very Important
Individual Counseling				
Group Counseling				
Classroom Guidance				
Community Agency Referrals				
Transition Services (elementary to middle, middle to high school, new students)				
Special Education Services				
Testing				
Reporting Abuse/Neglect				
Teacher Consultation (grades, behavior, social situations)				
Parent Consultation (grades, behavior, social situations)				

4. Please rank the following topics. (with 1 being most important, and so on)

- Self Esteem/Self Awareness
- Bullying
- Peer Pressure
- Substance Abuse
- Anger Management
- Problem Solving/Coping Skills
- Depression/Suicide
- Study Skills
- Career Planning
- Family Changes
- Behavior/Respect
- Abuse/Neglect

Thank You

Task 4: From the survey below (hypothetical result), how can your guidance counselor help you? Please identify the suitable counseling methods that will address the different needs.

Self-Assessment Tool	
Indicators	Result/Count
Love Life	12
Academic	10
Choosing My Career	15
Relationship	25
Relationship with myself	30
Spiritual Growth	7
Work	10
Finances	5
Self-love	5

What I Have Learned

Why is it important to help individuals address their needs and discover their potentialities?

I have learned that _____

I have realized that _____

I will apply _____

What I Can Do

Task 1: Arrange the jumbled words below.

TOROGAIZNANI LUADIVINID NICYUMMOT

After arranging the words, give its definition based on your understanding.

Task 2: Answer the following.

Recall an instance or an experience wherein you were able to help somebody who has personal troubles and difficulties. Describe what you did in order to be of help to that person. Specifically,

1. What made you realize that he/she really needs your help?
2. How did you help him/her?

Assessment

I. True or False

Directions: In your notebook, write **TRUE** if the statement is correct, otherwise **FALSE.**

_____1. The counselor does not deal with a mixture of people with different concerns and issues.

_____2. The guidance and counseling services deals with students' concern, most of which are behavioral.

_____3. The counselor deals with individuals who suffered from mental illness/problems.

_____4. The counselor can assess and assist any kinds of problems and concern of individual and group.

_____5. The Guidance Counselors can also work in partnership with other members of the school community.

II. Arrange the counseling steps below in their proper order.

Goal Setting
Intervention
Relationship Building
Evaluation, Follow-up, Termination or Referral
Problem Assessment

Additional Activities

1. Share your first and second encounter with a school counselor.
2. Did you find any difficulties in the two encounters with the school guidance counselor?
3. What was the result?
4. Did the program help you as a student?

Answer Key

I.

FALSE
TRUE
TRUE
TRUE
TRUE
TRUE

II.

1. Relationship Building
2. Problem Assessment
3. Goal Setting
4. Intervention
5. Evaluation, Follow-up, Termination or Referral

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